



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 10111164
SAU: Bangor School Department
School: William S. Cohen School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

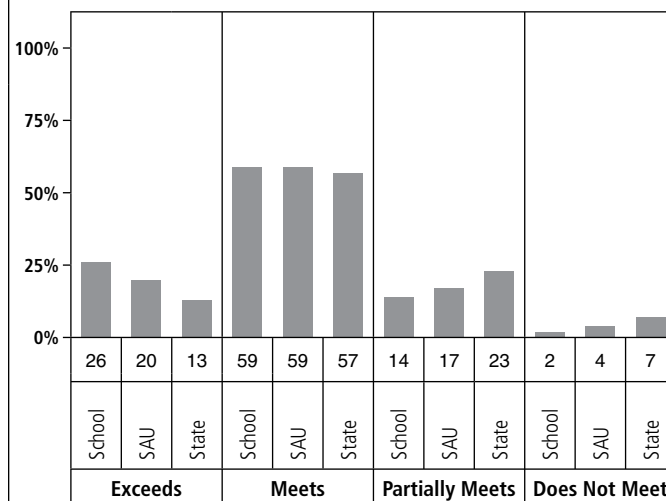
SAU: Bangor School Department

School: William S. Cohen School

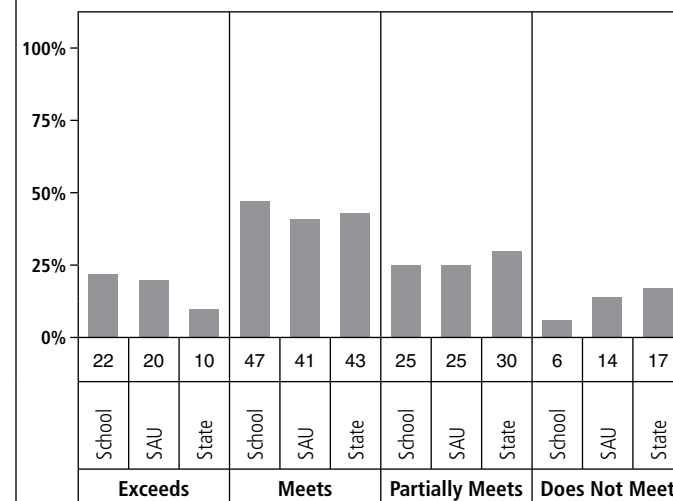
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	651	649	644
2006–2007	652	650	646
2007–2008	653	651	648
Cum. Avg. *	652	650	646
Mathematics			
2005–2006	650	647	641
2006–2007	654	650	643
2007–2008	650	647	642
Cum. Avg. *	651	648	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: Bangor School Department
 School: William S. Cohen School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	125	100	287	100	14365	100	124	100	283	99	14266	99	124	100	283	99	14268	99												
Ethnicity African American/Black	9	7	13	5	418	3	9	100	13	100	407	97	9	100	13	100	413	99												
American Indian or Native Alaskan	0	0	5	2	111	1	0	0	5	100	110	99	0	0	5	100	110	99												
Asian or Pacific Islander	6	5	12	4	249	2	6	100	12	100	249	100	6	100	12	100	248	100												
Hispanic	1	1	3	1	149	1	1	100	2	67	147	99	1	100	2	67	147	99												
Caucasian/White	109	87	254	89	13438	94	108	100	251	100	13353	100	108	100	251	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	15	12	40	14	2518	18	14	100	38	97	2479	99	14	100	38	97	2479	99												
Current LEP	3	2	7	2	349	2	3	100	7	100	339	97	3	100	7	100	344	99												
Economically disadvantaged	34	27	122	43	5335	37	34	100	119	98	5277	99	34	100	119	98	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	109	87	243	85	11613	81	109	87	243	85	11626	81												
Identified disability (PET/IEP)	5	5	6	2	373	3	5	5	6	2	373	3												
LEP	0	0	2	1	187	2	0	0	2	1	187	2												
504 plan	4	4	14	6	149	1	4	4	14	6	150	1												
Participation with accommodations	12	10	37	13	2451	17	12	10	37	13	2446	17												
Identified disability (PET/IEP)	6	50	29	78	1909	78	6	50	29	78	1910	78												
LEP	3	25	5	14	142	6	3	25	5	14	152	6												
504 plan	3	25	4	11	85	3	3	25	4	11	84	3												
Other	1	8	1	3	350	14	1	8	1	3	335	14												
Participation through alternate assessment (PAAP)	3	2	3	1	197	1	3	2	3	1	196	1												
Identified disability (PET/IEP)	3	100	3	100	197	100	3	100	3	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	1	1	2	1	24	0	1	1	2	1	24	0												
Non-participation – other	0	0	2	1	75	1	0	0	2	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Bangor School Department
School: William S. Cohen School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	26	20	38	16	1176	8
	2006-2007	25	21	33	14	1132	8
	2007-2008	31	26	55	20	1817	13
	Cum. Total*	82	22	126	16	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	72	56	135	56	7612	51
	2006-2007	74	62	148	61	8127	57
	2007-2008	71	59	166	59	8072	57
	Cum. Total*	217	59	449	59	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	24	19	54	22	4080	27
	2006-2007	14	12	48	20	3549	25
	2007-2008	17	14	47	17	3194	23
	Cum. Total*	55	15	149	19	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	5	16	7	2005	13
	2006-2007	7	6	13	5	1478	10
	2007-2008	2	2	12	4	981	7
	Cum. Total*	15	4	41	5	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	36.5	65.2	34.7	62.0	32.7	58.4
Literary Text	28	50	18.1	64.6	17.0	60.7	16.3	58.2
Informational Text	28	50	18.5	66.1	17.7	63.2	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Bangor School Department
 School: William S. Cohen School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	31	26	71	59	17	14	2	2	653	280	20	59	17	4	651	14064	13	57	23	7	648
Ethnicity																						
African American/Black	9	2	22	4	44	3	33	0	0	649	13	23	54	23	0	651	399	7	47	28	17	642
American Indian or Native Alaskan	0										5	0	80	0	20	644	108	4	54	32	10	643
Asian or Pacific Islander	6	1	17	3	50	2	33	0	0	648	12	17	58	25	0	650	247	16	60	20	4	650
Hispanic	1										2						145	8	45	34	14	643
Caucasian/White	105	28	27	63	60	12	11	2	2	654	248	20	59	16	4	651	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	11	2	18	3	27	6	55	0	0	647	35	9	31	37	23	641	2282	2	29	42	27	636
No	110	29	26	68	62	11	10	2	2	654	245	21	63	14	2	652	11782	15	63	19	3	650
Current LEP																						
Yes	3										7	14	14	71	0	645	329	4	44	30	22	640
No	118	31	26	71	60	14	12	2	2	654	273	20	60	15	4	651	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	33	4	12	18	55	10	30	1	3	648	118	8	56	27	8	646	5153	6	51	31	12	643
No	88	27	31	53	60	7	8	1	1	656	162	28	62	9	1	654	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	121	31	26	71	59	17	14	2	2	653	280	20	59	17	4	651	14057	13	57	23	7	648
Gender																						
Female	56	23	41	28	50	4	7	1	2	657	133	28	56	12	4	653	6967	16	59	20	5	650
Male	65	8	12	43	66	13	20	1	2	651	147	12	62	21	5	649	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										19	0	58	37	5	641	1186	6	41	42	11	642
No	121	31	26	71	59	17	14	2	2	653	261	21	59	15	4	651	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	121	31	26	71	59	17	14	2	2	653	280	20	59	17	4	651	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Bangor School Department

School: William S. Cohen School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 34 60 3	0 9 21 1	0 22 29 25	4 22 45 0	100 54 63 0	0 10 5 2	0 24 7 50	0 0 1 1	0 0 1 25	648 651 655 646	3 42 49 5	0 19 23 7	56 56 64 40	11 21 13 33	33 4 1 20	637 650 653 641	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 57 11 1	9 16 6 0	24 24 46 0	27 38 4 1	71 56 31 100	2 13 2 0	5 19 15 0	0 1 1 0	0 1 8 0	653 653 657 646	39 51 8 3	24 17 27 0	62 61 36 29	12 19 23 29	2 3 14 43	653 650 649 634	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	24 63 13 0	13 16 2 0	45 21 13 0	14 50 7 0	48 66 44 0	1 10 6 0	3 13 38 0	1 0 1 0	3 0 6 0	659 653 645 0	26 57 16 1	39 16 5 0	49 64 60 50	7 18 28 25	6 3 7 25	656 650 644 637	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 59 24	2 17 12	10 24 41	14 43 14	67 61 48	4 10 3	19 14 10	1 1 0	5 1 0	648 652 660	15 58 26	5 16 38	57 65 47	24 16 15	14 3 0	644 650 656	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 61 32	0 13 17	0 18 45	3 49 18	33 68 47	6 9 2	67 13 5	0 1 1	0 1 3	642 651 661	7 56 37	0 14 32	37 65 55	42 19 10	21 2 3	640 649 655	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	52 48 0	10 21 0	16 36 0	43 28 0	68 48 0	10 7 0	16 12 0	0 2 0	0 3 0	651 656 0	54 44 2	12 30 0	65 52 50	19 15 0	3 3 50	649 653 634	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	13 58 16 13	8 21 2 0	50 30 11 0	5 38 14 14	31 54 74 88	3 10 2 2	19 14 11 13	0 1 1 0	0 1 5 0	660 654 651 647	16 56 13 15	27 26 6 0	41 56 69 79	25 15 17 17	7 3 9 5	652 652 648 645	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	9 40 35 16	3 8 8 1	43 26 30 8	3 18 15 6	43 58 56 50	1 5 4 4	14 16 15 33	0 0 0 1	0 0 0 8	655 654 656 646	10 40 35 15	38 26 30 8	38 58 56 50	13 16 15 33	13 0 0 8	651 654 656 646						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 6

SAU: Bangor School Department

School: William S. Cohen School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	32	25	49	20	1463	10
	2006-2007	40	33	58	24	2092	15
	2007-2008	27	22	57	20	1474	10
	Cum. Total*	99	27	164	21	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	55	43	97	40	5914	40
	2006-2007	54	45	111	46	5731	40
	2007-2008	57	47	116	41	6008	43
	Cum. Total*	166	45	324	42	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	30	23	67	28	4494	30
	2006-2007	16	13	50	21	4175	29
	2007-2008	30	25	69	25	4244	30
	Cum. Total*	76	21	186	24	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	11	9	29	12	3014	20
	2006-2007	10	8	23	10	2308	16
	2007-2008	7	6	38	14	2346	17
	Cum. Total*	28	8	90	12	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	10.8	56.8	10.2	53.7	9.6	50.5
Cluster 2: Shape and Size	15	27	9.7	64.7	9.3	62.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	5.3	75.7	4.7	67.1	4.2	60.0
Cluster 4: Patterns	15	27	9.0	60.0	8.5	56.7	7.5	50.0

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Bangor School Department
 School: William S. Cohen School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	27	22	57	47	30	25	7	6	650	280	20	41	25	14	647	14072	10	43	30	17	642
Ethnicity																						
African American/Black	9	0	0	3	33	4	44	2	22	638	13	15	23	46	15	643	409	4	26	35	35	632
American Indian or Native Alaskan	0										5	20	60	0	20	648	108	6	26	39	29	635
Asian or Pacific Islander	6	1	17	3	50	2	33	0	0	648	12	25	33	33	8	648	247	13	50	25	13	646
Hispanic	1										2						145	9	32	34	25	638
Caucasian/White	105	26	25	50	48	24	23	5	5	651	248	21	42	24	14	647	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	11	2	18	3	27	3	27	3	27	641	35	11	23	17	49	632	2283	2	18	31	49	627
No	110	25	23	54	49	27	25	4	4	651	245	22	44	26	9	649	11789	12	48	30	10	645
Current LEP																						
Yes	3										7	29	14	43	14	644	339	5	22	32	41	631
No	118	27	23	57	48	27	23	7	6	651	273	20	42	24	14	647	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	33	2	6	15	45	12	36	4	12	642	118	10	31	36	24	639	5160	4	34	36	26	636
No	88	25	28	42	48	18	20	3	3	653	162	28	49	17	6	653	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	121	27	22	57	47	30	25	7	6	650	280	20	41	25	14	647	14065	10	43	30	17	642
Gender																						
Female	56	13	23	29	52	12	21	2	4	652	133	19	44	24	13	647	6974	10	43	31	16	642
Male	65	14	22	28	43	18	28	5	8	648	147	22	39	25	14	647	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										19	0	5	42	53	626	1192	4	23	43	30	634
No	121	27	22	57	47	30	25	7	6	650	261	22	44	23	11	649	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	121	27	22	57	47	30	25	7	6	650	280	20	41	25	14	647	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Bangor School Department

School: William S. Cohen School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	3	75	0	0	1	25	642	3	11	44	0	44	634	6	6	33	31	31	635
B. less than one hour	34	8	20	17	41	13	32	3	7	647	42	20	39	25	16	646	56	11	43	30	16	643
C. one to two hours	60	18	25	37	51	15	21	2	3	653	49	22	46	24	8	650	34	11	45	30	14	644
D. more than two hours	3	1	25	0	0	2	50	1	25	644	5	7	13	53	27	635	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	10	21	25	52	11	23	2	4	651	47	25	46	23	5	651	45	14	47	28	11	646
B. They match some of what I have learned.	48	11	19	26	46	17	30	3	5	648	41	14	39	30	16	644	43	8	43	33	17	641
C. They match just a little of what I have learned.	13	5	33	6	40	2	13	2	13	654	12	16	34	13	38	640	9	6	30	33	32	635
D. There is no match.	0										1	50	0	50	0	655	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	17	41	18	44	4	10	2	5	657	32	42	40	10	8	656	29	24	51	17	8	651
B. good	52	10	16	31	49	19	30	3	5	649	44	15	48	28	9	647	48	6	45	33	16	641
C. fair	11	0	0	7	54	6	46	0	0	643	20	0	35	41	24	637	19	1	29	42	28	634
D. poor	3	0	0	1	25	1	25	2	50	630	4	0	17	33	50	627	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	33	2	5	22	55	12	30	4	10	644	20	4	45	34	18	639	24	5	38	33	24	638
B. about the same as my regular schoolwork	43	9	17	25	48	16	31	2	4	648	54	13	43	30	15	644	62	9	45	31	14	643
C. easier than my regular schoolwork	24	16	55	10	34	2	7	1	3	663	25	49	35	9	7	659	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	12	19	31	50	15	24	4	6	649	52	16	44	27	13	646	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	47	14	25	25	45	14	25	3	5	652	45	24	40	23	12	649	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	50	0	0	1	50	0	0	655	2	33	0	33	33	641	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	3	33	3	33	3	33	634	7	0	33	33	33	632	17	8	39	30	22	639
B. two or three days a week	21	7	28	8	32	8	32	2	8	649	19	25	44	25	6	651	34	11	44	31	14	643
C. two or three times each month	41	12	24	24	49	13	27	0	0	653	36	21	41	24	13	648	31	12	44	29	15	644
D. never or almost never	30	8	22	20	56	6	17	2	6	652	38	20	41	25	13	648	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	6	2	29	0	0	2	29	3	43	638	4	18	18	18	45	638	11	11	37	29	23	641
B. two or three days a week	17	3	15	10	50	6	30	1	5	650	15	22	46	22	10	650	32	11	44	30	15	643
C. two or three times each month	33	14	35	19	48	6	15	1	3	655	33	32	42	19	7	653	32	11	45	30	15	643
D. never or almost never	44	8	15	27	51	16	30	2	4	648	48	11	41	31	17	642	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	0	0	9	56	6	38	1	6	644	15	14	43	26	17	643	7	6	29	33	32	635
B. 30–45 minutes	65	22	28	34	44	16	21	6	8	652	62	23	39	25	13	648	37	8	39	34	20	640
C. 45–60 minutes	19	4	17	12	52	7	30	0	0	650	20	16	49	24	11	647	42	13	47	28	12	645
D. more than 60 minutes	3	1	33	1	33	1	33	0	0	653	3	14	29	29	29	641	15	12	46	27	15	644
Optional school/SAU question																						
A.	9	2	29	4	57	1	14	0	0	655	10	25	50	13	13	651						
B.	40	10	32	13	42	6	19	2	6	652	40	32	42	19	6	652						
C.	35	7	26	13	48	5	19	2	7	652	35	26	48	19	7	652						
D.	16	2	17	3	25	5	42	2	17	642	15	17	25	42	17	642						

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